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Research Report (English)



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Practice Enterprise Network
PEN WORLDWIDE



ENGAGE

Job Ready – Traineeships
with Practice Enterprise

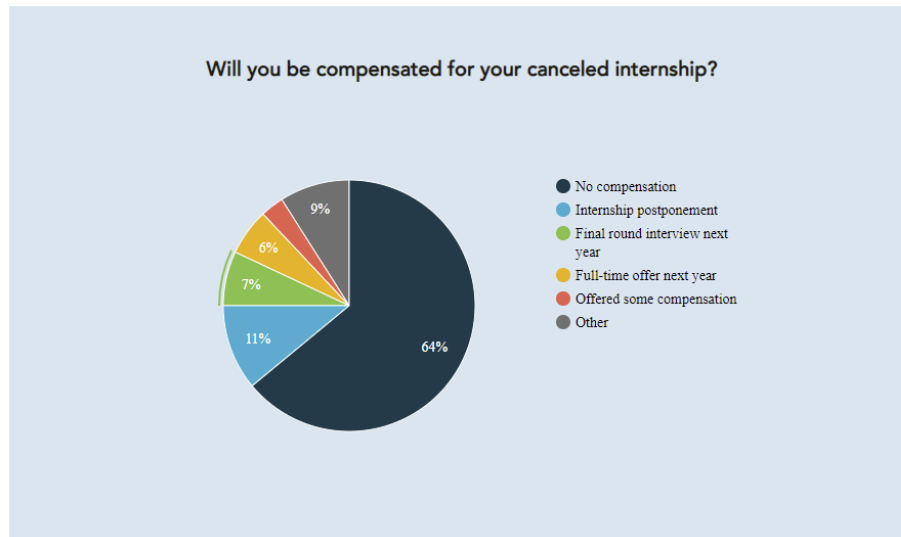
Research: Studies from Global Companies



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Yello: “Virtual Internship Statistics and Trends: A 2020 COVID-19 Impact Report” (April 2020)

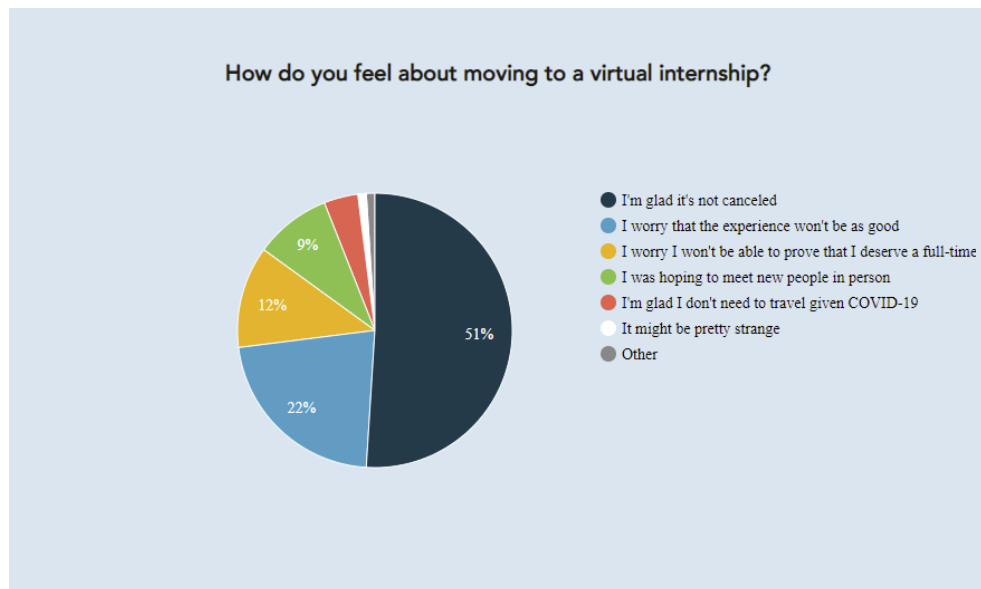
- Survey with 900 current college students, focus on pandemic impact, article aims to provide suggestions to real-world companies
- For students (HEI) not finding an internship the situation is challenging in two regards: no or limited practice-based education + not enough credits to graduate
- “Of the employers who cancelled internships, 64% offered no compensation.”
- “85% of students don’t plan to list cancelled internships on their resume, citing lack of gained experience as their main reasoning.”
→ Yello Co-Founder & CEO states that “cancelled internships [still] show that an employer was interested”
- “Of the students with virtual internships, 67% want daily check-ins with their managers.”
→ **ENGAGE Model: regular, daily check-ins with managers**
- “concerns on how to properly onboard a new intern class, offer hiring managers the tools they need to mentor their direct reports, and make sure interns gain enough work experience in the process”
→ **ENGAGE Model: onboarding as an element to include**



- Yello Co-Founder & CEO, Jason Weingarten: “As companies big and small consider internship next steps, we encourage them to adapt by offering remote options rather than cancelling internships altogether. Continuing to invest in early talent development is crucial to the success of the future workforce, and is key to ensuring a lasting talent pipeline for your organisation.”
- Majority of students whose internships got cancelled due to the pandemic were sympathetic with the company, however, they hesitant to take that company as a future employer because

they expect limited job security

→ **ENGAGE Model: instead of cancelling students could move to ENGAGE Model + work with real-world company as mentor company**



- Virtual internships seen as opportunity with restrictions
- One-on-ones / check-ups with managers requested, 5-10 minutes daily plus one longer once a week
 - **ENGAGE Model: include regular one-on-ones, team meetings, etc. in the framework**
- For communication, video calls are generally preferred by the majority
- “For internship coordinators, offering meaningful career development programming is a crucial part of any intern’s experience. That fact still rings true when going virtual - students want to gather and learn together as an intern class, but no more than once per week”.
 - **ENGAGE Model: career guidance, also in a group setting desired by students and coordinators**
- “Plan virtual intern events. Virtual happy hours, fun trivia challenges or career development webinars with your company’s leadership team can go a long way in making students feel connected to your organisation and to other teams.”
 - **ENGAGE Model: include suggestions for real-world businesses on how to connect, network for hiring future employees, talents**

NACE Center: “15 Best Practices for Internship Programs” (no date, National Association of Colleges and Employers)

- Article generally on internships, not looking at virtual / remote internships

- “Provide interns with real work assignments.”
 - **ENGAGE Model: collaboration with mentor companies, market research, mentor companies may provide projects to PEs**
- Highlighting ‘orientation’ or onboarding for all parties involved
- Scholarships as a means to attract specific internship target groups could be paired with internship opportunities
 - **ENGAGE Model: mentor companies could support (scholarship) trainees of areas they are in need to recruit from, to increase their inclusivity (i.e. LGBTQ+, female, etc.)**
- Suggestion to include a digital and / or paper-based ‘handbook’ for interns
 - **ENGAGE Model: digital guide for interns, maybe interactive so they fill out as they go on with their internship to monitor their progress?**
- Question of flexible work times /schedules raised
 - **ENGAGE Model: the flexibility of the PE concept in general could make it possible for various target groups to do an ENGAGE internship as part-time, for additional training or to fit to a different schedule, i.e. in case of medical issues, geography, work, education, parenting, language classes for migrants**
- “Have an intern manager”
 - **ENGAGE Model: importance of a specific coach (trainer) for each intern is highlighted, guidance, career coaching, feedback, onboarding**
- “Invite Career Center staff and faculty to visit interns on site”
 - **ENGAGE Model: organising ‘open days’ to upscale and disseminate the ENGAGE concept and get mentor companies on board, article also mentions ‘showcase’ opportunities for the work done by trainees**
- “Conduct Exit Interviews”
 - **ENGAGE Model: as internships usually are limited in time (more than ‘classic’ PE) not just the hiring process could be included in the model but also exit interviews for feedback collection - also interesting for involved mentor companies if applicable**

The Pie: “Adapting internship during the Covid-19 crisis” (13th August 2020, Viggo Stacey)

- The Pie News: News and business analysis for Professionals in International Education
- “2018 Institute of Student Employers survey in the UK found that 94% of employers encourage interns to return as employees”

- **ENGAGE Model: highlights the importance of working with real-world mentor companies and the win-win situation**
- Great interest in international internships but remote options barely used prior to pandemic, travelling + cultural impact differs, opportunities for financial support possible and credit often possible, in the UK there are specific providers who arrange outward mobility for internships
 - **ENGAGE Model: internationalisation@home possible with ENGAGE and adds opportunities for increasing inclusion**
- “Conduct Exit Interviews”
 - **ENGAGE Model: as internships usually are limited in time (more than ‘classic’ PE) not just the hiring process could be included in the model but also exit interviews for feedback collection - also interesting for involved mentor companies if applicable**
- “[Students] want to have really meaningful experiences, make meaningful connections, but also explore career fields.”
 - **ENGAGE Model: important to include the social, cultural aspects and not exclusively the work structure**
- Remote internships pre-covid often not allowed as universities usually require a minimum number of employees to be on-site (cf. Katherine Jacobs, Development Director at academic internship specialists EUSA)
 - **ENGAGE Model: match requirements, if remote, to the target group**
- “A key message we want to teach students is that being an effective remote worker won’t just be a ‘nice to have’ in the future. It’s going to be ‘necessary to have’.”
 - **ENGAGE Model: remote internships / traineeships as a plus / advantage / etc. rather than a Plan B, or as a complement instead of substitute**
- Inclusion factor → not everyone will have the capacities (financial, personal, health, etc.) to go abroad for international internships or even move / commute to another city → remote internships can increase inclusion and internationalisation@home
 - **ENGAGE Model: the project’s model will allow more inclusion as any educational institution can set up a PE to provide internship opportunities nearby while also including the international angle**

Business Insider: “Hybrid competence is the newest soft skill with an outsize impact on your career. Here's how you can work it into your résumé” (29th May 2022, Jackie Bischof)

- “Some workers might not realise the breadth of skills they’ve developed as a result [working with multiple digital tools]” → “hybrid competence”

- **ENGAGE Model: need to highlight the skills specific / in focus in the remote internship / PE traineeship so employers will notice**
- “Skilled hybrid workers are organised and excellent relationship builders”
 - **ENGAGE Model: hybrid model / opportunities as a positive learning environments to develop new skillsets needed in the future workspace**
- Article more focussing on remote work rather than practice-based traineeships

Coimbra Group: “Career Services in Times of Covid-19: Challenges, Responses and Best Practices” (March 2021, Shelagh Green, University of Edinburgh; Sergi Martínez-Rigop, Universitat de Barcelona; Stefania Mellerà, Università Degli Studi di Pavia; Julia Pion da Rocha Paranhos, Université de Genève)

- “Internship and placement numbers also fell significantly, along with part-time work opportunities. Employers also had less capacity to support student development activities, such as presentations and skills workshops. Innovations, such as work-simulations and virtual careers fairs, have brought equality and inclusion benefits, widening access to career areas that students may previously have not considered or felt unable to access.”
 - **ENGAGE Model: PE as Internship provides an innovative approach to increasing inclusion and equality while broadening the career perspectives of students → “digital poverty” can be an issue**
- “And there has been a major disruption of internships. Worldwide, the ILO highlights that young people constitute major victims of social and economic consequences of the pandemic, and there is a risk that they will be scarred throughout their working lives - leading to the emergence of a “lockdown generation”.”
 - **ENGAGE Model: using the PE as internship allows a more flexible (in-person, hybrid, remote) model to be in place in case of new pandemics, other geographical, environmental and other disruptions**
- “Internships were disrupted, both for those ongoing during the Covid-19 outbreak and for the ones starting in the second semester of 2020. Career services supported trainees and hosting partners in order to **avoid cancellations**. Students found in career services the help to **comply with national and regional legislation, to transform or start virtual/smart internships** (that was a novel experience), to set up documents to assure the health measures in the external entities, to implement digital signatures and management of internships and to encourage flexibility of internship evaluation criteria. **Students were relieved by career**

service's priority to maintain and develop links with the labour market, and by their attitude to help students overcome the impasse that Covid-19 crisis was perceived to present in their career paths.

The **measures adopted by career services have paid off**: from those universities that data has been collected, it could be stated that curricular and extracurricular internships for students have suffered a low percentage of cancellations (a mean of 4,5%, that ranges from 10% maximum to 0,89% minimum). The impact over international internships and over Erasmus internships has likely been higher, as well as the impact over post lauream internships. The number of post lauream opportunities has suffered a reduction of around 20%. ”

→ **ENGAGE Model: the numbers are however 'only' for specific and very active universities and cannot be seen as generally applicable → close connection and involvement of mentor companies as key components for ENGAGE model development**

- “The threat of rising unemployment rates became even more salient, as students feared companies would freeze their hiring processes and they would not find internship opportunities or first post-graduation labour market opportunities. ”

→ **ENGAGE Model: PE as internship allows more flexibility, increases resilience in times of crisis, reduces fear and decreasing employment rates for graduates**

- Not just internships but also part-time jobs outside the curriculum and not directly relevant to the field of study still prove a first exposure to the job market and real-world work situations → were no longer available also in Covid years

→ **ENGAGE Model: building the bridge and working as a precaution for future crisis**

- “As the length and scale of the disruption continued, large scale recruiters invested in new initiatives to sustain their profile and visibility amongst students and to continue to ensure a talent pipeline. For instance, some created virtual-reality platforms that enabled students to ‘meet’ staff, attend webinars and explore the opportunities within the organisations; developing virtual work experience, ranging from digital work simulation activities to remote working internships.”

→ **ENGAGE Model: Remote internships = Remote PE / Digital PE as an option**

- PwC created a virtual reality called the “Virtual Park” in which office space is shown and students can visit the offices as well as participate in events via an avatar → gamification, other examples are virtual career fairs, virtual onboarding, virtual career platforms

→ **ENGAGE Model: PE as internship could also be used as virtual onboarding → goes more into the direction of PE at real-world company**

[Lets Intern](#) → LinkedIn connected blog no longer available

- Innovative elements of the PE are tackling the main standard internship challenges such as unnoticed work, allotment of trivial tasks, uncooperative mentor / coach, hesitancy to ask questions and take on responsibility, etc.
→ **ENGAGE Model: PE as internship reduces some of these challenges**